

Term Information

Effective Term Autumn 2023

General Information

Course Bulletin Listing/Subject Area Philosophy
Fiscal Unit/Academic Org Philosophy - D0575
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 1420
Course Title Philosophical Approaches to Racism and Sexism
Transcript Abbreviation Phil Racism Sexism
Course Description An introductory survey of philosophical ways of thinking about and remedying racism and sexism.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture, Recitation
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 38.0101
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore

Requirement/Elective Designation

Race, Ethnicity and Gender Diversity

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Articulate core philosophical perspectives on, and definitions of, race, ethnicity, and gender.
- Articulate core philosophical perspectives on, and definitions of, racism and sexism as well as racial, gender and intersectional justice.
- Appreciate the benefits and limitations of philosophical perspectives and definitions of race/gender and racism/sexism.
- Apply philosophical perspectives and definitions of race/gender and racism/sexism to lived experience, one's own as well as that of others.

Content Topic List

- race
- ethnicity
- gender
- intersectionality
- social construction
- justice
- racism
- sexism

Sought Concurrence

No

Attachments

- PhilosophicalApproachestoRacismandSexism-ge-foundations-submission 5.17.2022.pdf: REG Foundation submission form
(Other Supporting Documentation. Owner: Shuster, Amy Lynne)
- 1420 cover letter on revisions as of 12.20.2022.pdf: Cover letter of revisions
(Other Supporting Documentation. Owner: Shuster, Amy Lynne)
- 1420 Syllabus as of 12.20.2022.pdf: Syllabus as of 12/20/2022
(Syllabus. Owner: Shuster, Amy Lynne)

Comments

- See feedback email sent 11-9-2022 RLS *(by Steele, Rachel Lea on 11/09/2022 03:54 PM)*

COURSE REQUEST
1420 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
12/23/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Shuster, Amy Lynne	06/07/2022 12:10 PM	Submitted for Approval
Approved	Lin, Eden	06/07/2022 12:33 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/24/2022 04:51 PM	College Approval
Revision Requested	Steele, Rachel Lea	11/09/2022 03:54 PM	ASCCAO Approval
Submitted	Shuster, Amy Lynne	12/20/2022 12:48 PM	Submitted for Approval
Approved	Samuels, Richard	12/20/2022 12:49 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/23/2022 12:27 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/23/2022 12:27 PM	ASCCAO Approval



December 20, 2022

Richard Fletcher
Chair of Race, Ethnicity, and Gender Diversity Panel
The Ohio State University
College of Arts and Science

RE: PHILOS 1420 revisions

Dear Richard,

Please find attached a revised proposal for PHILOS 1420: Philosophical Perspectives on Racism and Sexism. We have attempted to address the Panel's contingencies and recommendations in the following ways:

- 1) The topics noted for each week in the course schedule were revised to be more descriptive of the particular races, ethnicities, genders, racisms, and sexism that will be analyzed in each class meeting. We would like to emphasize that these topics are not inclusive of all the particularities that will be discussed in each class meeting as the intersectional identity of the instructor and the students will inform what examples are offered **for** the general phenomenon that the course aims at as well as what examples **challenge** the generalizations on offer in the readings and class discussions. For instance, when I teach the course (hopefully in Autumn 2023!), I will bring into class discussion a criticism of the slur "Jewish American Princess" that was first developed by Evelyn Torton-Beck in 1988 in order to unpack ethnic and racial identity and the operations of oppression. I offer that example to point toward how the course syllabus does not specify all the in-class activities that will be engaged in over the course of the semester.
- 2) Page 2 of the syllabus has been updated with the correct GEN category.
- 3) The final class meeting has been designated as an opportunity to reflect on the discipline of philosophy; we are grateful for the Panel calling our attention to the need to discuss this matter more directly. Many course readings contain discussions of how the discipline has changed over time, including a less inclusive past. Moreover, if approved, PHILOS 1420 will be one of a series of courses on offer in Philosophy; more advanced courses focus a great deal more on developing student capacity to engage in an internal criticism of the discipline (or what the Panel feedback referred to as "the historical predominance of white, Euro-centric ideas") in the service of a more just and inclusive future. PHILOS 3420 addresses how philosophy has and should think about gender and PHILOS 3440 addresses how philosophy has and should think about race. We will use the last class meeting of 1420 to flick at these additional courses as well as to encourage students to continue to develop an intersectional analysis of the core phenomena at the heart of 1420.



We understand that the Panel prefers intersectionality to be presented earlier in the semester for REGD courses. Some potential instructors of PHILOS 1420 believe that students should experience the failure of thinking about racism and sexism (and other themes that come up in this course) as isolated phenomena because those instructors believe that students can then more fully appreciate the value of an intersectional analysis of human experience. We hope that you approve of our course design and the hypothesis that drives it.

- 4) Page 9 of the syllabus has been updated with the most recent version of the Mental Health Statement.
- 5) Page 10 of the syllabus has been updated with the most recent version of the Student Life and Disabilities Services statement.

Thank you for your feedback. We hope these revisions are found to be satisfying.

Sincerely,

Amy L. Shuster
Associated Faculty and
Academic Program Specialist

Philosophical Approaches to Racism and Sexism Syllabus

[ABC1234] [Term YEAR]

Course Information

- **Course Instructor:**
- **Preferred contact method:**
- **Course times and location:** TBA
- **Credit hours:** 3
- **Mode of delivery:** in person

Course Prerequisites

None.

Course Description

This course serves as an introduction to the philosophical approaches to racism and sexism. The course is organized around three sets of questions. The first of these concerns the metaphysics of race and gender. What sort of existence do “races” and “genders” have, especially given the complicated, intersectional nature of lived experience? How does ethnicity differ from race, if at all? The dominant position in philosophical literature is that such categories are “socially constructed.” But what does this mean, and how do socially constructed categories fit into a broader picture of reality?

The second set of questions explored in this course concern racism and sexism. How should terms like ‘racism’ and ‘sexism’ be defined? These terms appear to play a double role in our thinking. On the one hand, we claim that individuals, actions, representations, and systems are racist or sexist to explain the lived experiences of social groups and broader social phenomena. But in virtue of what do individuals, actions, representations, and systems count as racist or sexist? On the other hand, ‘racism’ and ‘sexism’ are terms of moral condemnation; describing something as racist or sexist typically implies that it is seriously objectionable. But what makes racism and sexism wrong?

A third set of questions concerns justice. What is required for racial and gender justice? Is the abolition of racism and sexism sufficient for racial and gender justice? And if so, what does a world without racism and sexism look like? Given the intersectional nature of oppression, can gender justice be achieved and promoted without racial justice (and *vice versa*)? Once we are



clear on racial and gender justice as goals, we can then ask how we should pursue them. Should we pursue policies of affirmative action or reparations? What changes at the individual or institutional level should we make to achieve justice?

We will explore these questions in part by studying the views of academic philosophers. We will also explore and assess the implications of these views for the “real world.” Race, ethnicity and gender have important connections to our identities, perceptions of others, and opportunities in life. How does philosophy help us to better understand the impact of race, ethnicity and gender in our own lives, the lives of others, and on broader social phenomena? How can philosophy help us to live better, more ethical lives? In this course we will explore these questions and others that crop up along the way.

Learning Outcomes

By the end of this course, students should successfully be able to:

- Articulate core philosophical perspectives on, and definitions of, race, ethnicity, and gender.
- Articulate core philosophical perspectives on, and definitions of, racism and sexism as well as racial, gender and intersectional justice.
- Appreciate the benefits and limitations of philosophical perspectives and definitions of race/gender and racism/sexism.
- Apply philosophical perspectives and definitions of race/gender and racism/sexism to lived experience, one’s own as well as that of others.

General Education Expected Learning Outcomes

GE Foundation: Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcomes

- 1.1 Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2 Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3 Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

1.4 Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcomes

2.1 Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.

2.2 Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behavior.

2.3 Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course fulfills these learning outcomes by engaging with the philosophy of race and gender. Each week, readings and class discussion will prompt us to reflect on race and gender and their role in our lives. Taking our everyday experiences as a starting point, we’ll dig deeper to ask foundational questions raised by these starting points. When we talk about “race” and “gender” what are we talking about? When we talk about “racism” and “sexism” what do we mean? How should our answers to these questions impact our own understandings of our identities, perceptions of ourselves and others, and engagement with social issues relating to race and gender? We’ll learn how philosophers have answered these questions, and the arguments they’ve made for their answers. We’ll also ask ourselves what we think the best answers to these questions are, and challenge each other to come up with the best arguments for these answers possible.

Course Materials

All required materials will be posted to CarmenCanvas.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new**

codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
Reflection 1	10
Reflection 2	10
Paper 1	20
Paper 2	20
Student Choice of Assessment	20
Participation	20

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

Reflection 1

Description: After reflecting on your personal experience and views, please answer the following questions in 2 to 4 (Pages).

1. Do you think you have a “race” or a “gender”? If so, what does this mean? If not, why not?
2. Do you identify with a race or gender? Why or why not? If so, how has race or gender impacted your identity?
3. How do you think your perceived race or perceived gender has affected your life? In what ways do you think that your experiences are similar or different to people that are perceived as belonging to the same racial or gender categories? In what ways do you think that your experiences are similar or different to people that are perceived as belonging to different categories?
4. Does your perception of other people’s race or gender affect your expectations or behavior around them? Why or why not? And if so, how so?

Reflection 2

Description: Using what you've learned in this course, critique your social position and identity and critically reflect on what you wrote in reflection 1. Do you now disagree with anything you wrote in reflection 1? Why or why not? If you agree with something you wrote in reflection 1, have you learned any concepts or about any arguments that enable you to better express or back up what you wrote in reflection 1? If so, what are these concepts or arguments and how do they relate to what you wrote in reflection 1? Are there any other ways in which this course has changed your thinking about topics relating to race or gender? If so, in what ways has your thinking changed and why?

Paper 1

Description: In 3-4 (Pages double spaced, present two perspectives on, or definitions of, either "race" or "gender" drawn from course readings. Your presentation should both clearly explain the views as well as say something about what motivates these views or what makes them appealing. After explaining these views, make as strong an argument as you can for one or the other. A rubric will be provided.

Paper 2

Description: In 3-4 (Pages double spaced, present two perspectives on, or definitions of, either "racism" or "sexism" drawn from course readings. Your presentation should both clearly explain the views as well as say something about what motivates these views or what makes them appealing. After explaining these views, make as strong an argument as you can for one or the other. A rubric will be provided.

Student Choice of Assessment

Description: Description: The student choice of assessment is your opportunity to apply what you've learned in this course in a medium of your choice. The default expectation is that you write a 3-4 Page paper in which you analyze the intersection of race, gender, and possibly other categories shape lived experiences. You may also choose to work in a different medium than an academic paper. For example, you might write a piece of fiction, or record a "podcast", or make a piece of art. If you wish to opt out of the academic paper, you must request permission to do so by bringing your idea to your instructor and explaining to them why you think you can meet the expectations of the rubric in your medium of choice. A rubric will be provided.

Grading Scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-

77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Other Course Policies and Statements

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State’s Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s [Code of Student Conduct](#) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)

- [Ten Suggestions for Preserving Academic Integrity](https://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](https://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who

supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week	Topics, Readings, Assignments, Due Dates
1	<p>Topic: Course Intro</p> <p>8/22: Selections from "Race, Culture, Identity: Misunderstood Connections" Appiah</p> <p>8/24: "Age, Race, Class, and Sex: Women Redefining Difference" Lorde</p>
2	<p>Topic: How are race and ethnicity related, and how are they different?</p> <p>8/29: Selections from "What Race-Thinking Is" Taylor</p> <p>8/31: "Ethnicity and Related Forms of Race" Zack</p> <p>Reflection 1 due</p>
3	<p>Topic: What does calling race a social construction mean?</p> <p>9/5: "What Races Are: The Metaphysics of Critical Race Theory" Taylor</p> <p>9/7: Selections from "Race, Multi-Culturalism, and Democracy" Gooding-Williams</p>
4	<p>Topic: How does race and ethnicity in America impact experience?</p> <p>9/12: "The Concept of Race" from <i>Dusk of Dawn</i> Du Bois</p> <p>9/14: "Is Latina/o Identity A Racial Identity?" Alcoff</p>
5	<p>Topic: Basic concepts in gender studies: cis and trans identities</p> <p>9/19: Selections from "The Second Sex" de Beauvoir</p> <p>9/21: "Trans 101" Bettcher</p>
6	<p>Topic: How might oppression lie at the heart of gender and race?</p> <p>9/26: "Gender and Race: (What) Are They and (What) do We Want Them to Be?" Haslanger</p> <p>9/28: No new readings</p>
7	<p>Topic: Do we owe each other recognition and acknowledgment?</p> <p>10/3: "The Entitlement Theory of Justice" Nozick</p> <p>10/5: "A Theory of Justice" Rawls</p> <p>Paper 1 due</p>
8	<p>Topic(s): How is oppression unjust?</p> <p>10/10: "Five Faces of Oppression" Young</p>

9	<p>Topic: Racism as a structural or systemic phenomenon</p> <p>10/17: "It Is Time for Reparations" Hannah-Jones</p> <p>10/19: "Racism and Neo-Racisms" Zack</p>
10	<p>Topic: Racism as interpersonal prejudice and discrimination</p> <p>10/24: "Racisms" Appiah</p> <p>10/26: "The Heart of Racism" Gracia</p>
11	<p>Topic: Connecting the dots between interpersonal and institutional racism</p> <p>10/31: "Is Racism in the "Heart"?" Shelby</p> <p>11/2: "What is Racism? The Racialized Social System Framework" Bonilla-Silva</p>
12	<p>Topic: Connecting the dots between gender and oppression: Everyday Sexism, Systemic Sexism</p> <p>11/7: "Feminism pt. 1: The Sameness Approach" Curtis, "Feminism pt. 2: The Difference Approach" Curtis</p> <p>11/9: "The Politics of Work and Family" Saul</p> <p>Paper 2 Due</p>
13	<p>Topic: Connecting the dots between Racism and Sexism: a case study of black women in America (part 1)</p> <p>11/14: Selections from "Demarginalizing the Intersection" Crenshaw</p> <p>11/16: No new readings</p>
14	<p>Topic: Connecting the dots between Racism and Sexism: a case study of black women in America (part 2)</p> <p>11/21: "Mapping the Margins" Crenshaw</p> <p>11/23: Break</p>
15	<p>Topic: Analyzing Patriarchy and White Supremacy as Misogynoir: one injustice, or multiple unjust systems?</p> <p>11/28: "The Metaphysics of Injustice" Dembroff</p> <p>11/30: No new readings</p>
16	<p>Topic: Diversity in Philosophy's Past, Present, and Future</p> <p>12/5: No new readings</p> <p>Student Choice of Assessment, Reflection 2 due</p>



Course Bibliography

Week 1

Kwame Anthony Appiah, "Race, Culture, Identity: Misunderstood Connections", *Tanner Lectures on Human Values* (1994), pages 30-42, 54-56, 64-74.

Audre Lorde, "Age, Race, Class, and Sex: Women Redefining Difference" from *Sister Outsider* (1984), pages 1-7.

Week 2

Paul Taylor, "What Race-Thinking Is" from *Race: A Philosophical Introduction* (2013), pages 27-69

Naomi Zack, "Ethnicity and Related Forms of Race" from *Philosophy of Race* (2018), pages 93-119.

Week 3

Paul Taylor, "What Races Are: The Metaphysics of Critical Race Theory" from *Race: A Philosophical Introduction* (2013), pages 143-234.

Robert Gooding-Williams, Selections from "Race, Multi-Culturalism, and Democracy" from *Constellations: An international journal of critical and democratic theory* (1998), pages 18-41.

Week 4

W.E.B. Du Bois, "Of Our Spiritual Strivings" from *The Souls of Black Folk* (2003), pages 3-8.

W.E.B. Du Bois, "Of the Faith of the Fathers" from *The Souls of Black Folk* (2003), pages 192-209.

Linda Martin Alcoff, "Is Latina/o Identity a Racial Identity?" from *Hispanics/Latinos in the United States: Ethnicity, Race, and Rights*, edited by Jorge J. E. Gracia and Pablo De Greiff, pages 23- 44.

Week 5

Simone de Beauvoir, selections from *The Second Sex* (1957), pages 1-39.

Talia Mae Bettcher, "Trans 101" from *The Philosophy of Sex: Contemporary Readings* (7th edition) edited by Alan Soble, Sarah Hoffman and Jacob Held (2017), pages 119-137.

Week 6

Sally Haslanger, "Gender and Race: (What) Are They and (What) do We Want Them to Be?" originally published in *Nous* (2000), pages 560-570.

Week 7

Robert Nozick, "The Entitlement Theory of Justice" from *Anarchy, State, and Utopia* (1974), pages 360- 368.

15

John Rawls, selections from *A Theory of Justice* (1974), pages 351- 360.

Week 8

Iris Marion Young, "Five Faces of Oppression" from *Justice and the Politics of Difference*. (2012), pages 36- 63.

Week 9

Nicole Hannah-Jones, "It Is Time for Reparations" from *The New York Times* (2020).

Naomi Zack, "Racism and Neo-Racisms" from *Philosophy of Race* (2018), pages 149- 173.

Week 10

Kwame Anthony Appiah, "Racisms" from *Anatomy of Racism* (1990), pages 689- 698.

J.L.A. Gracia, "The Heart of Racism" from *Journal of Social Philosophy* (1996), pages 5-16.

Week 11

Tommie Shelby, "Is Racism in the "Heart"?" from *Journal of Social Philosophy* (2002), pages 411- 420.

Eduardo Bonilla-Silva, "What is Racism? The Racialized Social System Framework" from *White Supremacy and Racism in the Post-Civil Rights Era* (2001), pages 13, 17-18, 21, 29- 35.

Week 12

Annaleigh Curtis, "Feminism pt. 1: The Sameness Approach" from *1000-Word Philosophy* (2014).

Annaleigh Curtis, "Feminism pt. 2: The Difference Approach" from *1000-Word Philosophy* (2014).

Jennifer Mather Saul, "The Politics of Work and Family" from *Feminisms: Issues & Arguments* (2003), pages 1- 15, and 17-45.

Week 13

Kimberle Crenshaw, Selections from "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics" from *The University of Chicago Legal Forum* (1989), pages 139- 152.

Week 14

Kimberle Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women" from *Stanford Law Review* (1994), pages 1- 19.

Week 15

Robin Dembroff, "The Metaphysics of Injustice" from *New Conversations in Philosophy, Science, and Politics* (forthcoming), pages 1- 27.



GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.